



KentuckyHistoricalSociety

***TORN WITHIN & THREATENED WITHOUT***  
KENTUCKIANS IN THE CIVIL WAR ERA



## Pre-Visit Activity

4<sup>th</sup>/5<sup>th</sup> Grade

*Analyzing Sources:*

*Introductory Video and Comic Book Excerpts*

### Overview:

This pre-visit activity is designed to introduce students to the HistoryMobile and engage them in analysis of secondary source material. The HistoryMobile's pre-visit activities are designed to complement a larger project-based student experience that includes a visit from the HistoryMobile and prepares students for post-visit activities that emphasize construction of interpretive writings or drawings.

In this activity, students will: 1) Watch the HistoryMobile introductory video; 2) read excerpts from the HistoryMobile comic book; and 3) describe, analyze, and interpret these sources through class discussion. All HistoryMobile activities support Common Core English Language Arts standards.

**About the Exhibit:** The HistoryMobile exhibit "Torn Within and Threatened Without: Kentuckians and the Civil War Era" features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can explore the difficult decisions Kentuckians faced during the Civil War.

### Time Required:

1 Hour

### Common Core Standards Addressed:

**English Language Arts » Reading Informational Text » Grade 4**

#### *Key Ideas and Details*

- ❖ CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- ❖ CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### ***Integration of Knowledge and Ideas***

- ❖ CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **English Language Arts » Reading Informational Text » Grade 5**

#### ***Key Ideas and Details***

- ❖ CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ❖ CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### ***Integration of Knowledge and Ideas***

- ❖ CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### **Essential Resources:**

- Multimedia display with internet access
- [Introductory Video](#) (Click to Access)
- [HistoryMobile Comic Book Excerpts](#) (Click to Access)\*

### **Vocabulary:**

Civil War: a war between opposing groups of citizens of the same country

Credibility: the believability or strength of a source

Primary source: an artifact, document, recording or other source of information that was created at the time of study.

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\* If this link does not work, try pasting the following link into your internet browser:

<https://www.dropbox.com/s/krkal9jiqk2z459/Comic%20Book%20Excerpts.pdf>.

Secondary Source: *an account or interpretation of an event by someone without first-hand experience.*

Slavery: *the state or condition of being a slave; a civil relationship whereby one person has absolute power over another and controls his life, liberty, and fortune.*

## **Activity:**

### **1. Students Watch and Discuss HistoryMobile Introductory Video (20-30 minutes)**

#### **▪ Discussion Questions for First Viewing:**

##### *1) Describe:*

1. How would you describe the art in the video?
2. What characters stood out to you?

##### *2) Analyze:*

1. What themes can you identify in the video?
2. What choices did the characters face?

##### *3) Interpret:*

1. What is the main idea of the video?
2. What does the video suggest about life in Kentucky during the Civil War?

#### **b. Second viewing of the video**

#### **▪ Discussion Questions:**

##### **1. Describe:**

1. What new things did you notice in watching the video a second time?

##### **2. Analyze:**

1. Is the video a primary or secondary source?
2. Does the video seem like a credible source?

##### **3. Interpret:**

1. Why were Kentuckians so divided?
2. Why are choices so important?

### **2. Students read and discuss HistoryMobile comic book excerpts (20-30 minutes)**

#### **▪ Discussion Questions:**

##### **1. Describe:**

1. What stood out to you in the comic excerpts?

##### **2. Analyze:**

1. What character did you like the most?
2. Is the comic a primary or secondary source?

##### **3. Interpret**

1. What does the video suggest about life in Kentucky during the Civil War?



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## ***TORN WITHIN & THREATENED WITHOUT*** KENTUCKIANS IN THE CIVIL WAR ERA



### 4<sup>th</sup>/5<sup>th</sup> Grade Pre-Visit Activity

#### *Understanding Primary and Secondary Sources*

##### **Overview:**

This pre-visit activity is designed to teach students how to distinguish between primary and secondary sources. As a class, students will review primary and secondary source definitions, explore examples, and employ critical thinking skills to determine whether specific sources are primary or secondary. All HistoryMobile activities support Common Core English Language Arts standards. Pre-visit activities are designed to complement a larger project-based student experience that includes a visit from the HistoryMobile and post-visit activities.

**About the Exhibit:** The HistoryMobile exhibit “Torn Within and Threatened Without: Kentuckians and the Civil War Era” features eight Kentuckians ranging from the famous to the everyday citizen. Through personal recollections, primary sources, authentic artifacts and touch-screen activities, students can explore the difficult decisions Kentuckians faced during the Civil War.

##### **Time Required:**

30-45 minutes

##### **Essential Resources:**

- Online Access to primary and secondary source materials:
  - <http://www.kyhistory.com/cdm/compoundobject/collection/MS/id/152/rec/14>
  - [http://en.wikipedia.org/wiki/Henry\\_Clay](http://en.wikipedia.org/wiki/Henry_Clay)
  - <http://www.kyhistory.com/cdm/compoundobject/collection/PH/id/2656/rec/4>
  - <http://www.kyhistory.com/cdm/compoundobject/collection/Morgan/id/3545/rec/13>

##### **Vocabulary:**

- Primary source: *an artifact, document, or other source of information that was created at the time under study.*
- Secondary Source: *an account or interpretation of an event by someone who wasn't actually there.*

## Activity:

1. Explain to students the difference between primary and secondary sources.
  - a. A **primary source** is an artifact, document, or other source of information that was created at the time under study. Primary sources represent real pieces of history such as inventions, letters, diaries, or photographs.
    - i. Example of a primary source:  
<http://www.kyhistory.com/cdm/singleitem/collection/ORP/id/1667/rec/3>
      - ❖ **Questions:**
        - a. Is this a real photograph from history?
        - b. What is being shown in the photograph?
  - b. A **secondary source** is an opinion, account, or interpretation of a past event by someone who wasn't actually there. Examples of secondary sources include encyclopedia entries, movies about historical events, and textbooks.
    - i. Example of a secondary source:  
<http://freedomofink.files.wordpress.com/2011/04/abraham-lincoln.jpg>
      - ❖ **Questions:**
        - a. Who is the person in this image?
        - b. Is it a photograph or a piece of art?
        - c. Lincoln died more than 140 years ago. Do you think the artist ever met Abraham Lincoln?
        - d. Does the image look like it's from Lincoln's time
2. One at a time, display each of the following images and ask students to raise their hand and identify and explain whether it is a primary or secondary. Allow other students to make comments and ask questions. (Correct answers are below)
  - a. <http://www.kyhistory.com/cdm/compoundobject/collection/MS/id/152/rec/14>
    - i. Description: This letter was written by a man named George during the Civil War. It is dated 1861.
      - ❖ **Question:**
        - a. Is this source primary or secondary? Why?
  - b. [http://en.wikipedia.org/wiki/Henry\\_Clay](http://en.wikipedia.org/wiki/Henry_Clay)
    - i. Description: From the Wikipedia web site.
      - ❖ **Question:**
        - a. Is this primary or secondary? Why?
  - c. <http://www.kyhistory.com/cdm/compoundobject/collection/PH/id/2656/rec/4>
    - i. Description: This photograph was taken during the Civil War in 1862.
      - ❖ **Question:**
        - a. Is it primary or secondary? Why?

d. <http://www.kyhistory.com/cdm/compoundobject/collection/Morgan/id/3545/rec/13>

i. Description: This drawing from 1930 shows Abraham Lincoln's life journey from his birthplace to the White House.

❖ **Question:**

a. Is this primary or secondary? Why?

**Answers to 2: a-d:**

- a. Primary
- b. Secondary
- c. Primary
- d. Secondary